DOCUMENT RESUME

ED 328 793 CE 057 018

AUTHOR Friedenberg, Joan E.; And Others
TITLE Adapt Instruction for LEP Vocational Students. One of Four Performance-Based Modules To Prepare Vocational Educators To Serve LEP Students.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE 88
NOTE 53p.; For related modules, see CE 057 019-021.
PUB TYPE Guides - Classroom Use - Instructional Materials (For Learner) (051)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Behavioral Objectives; Community Resources; *Competency Based Teacher Education; *Curriculum Development; *Educational Resources; Instructional Materials; Learning Activities; Learning Modules; *Limited English Speaking; *Media Adaptation; Secondary Education; Teacher Developed Materials; Teaching Methods; Vocational Education; *Vocational Education Teachers

ABSTRACT

This module is one in a series of four performance-based modules developed to prepare vocational educators to serve limited English proficient (LEP) students. It is designed to help the vocational teacher learn how to adapt instructional techniques and materials to serve LEP students effectively. The module is made up of a series of four learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. An introduction lists terminal and enabling objectives, resources, learning experiences, and optional reading. The first three learning experiences cover: (1) the kinds of information about the LEP students that the teacher needs, how to obtain it, and how to use it in the classroom; (2) various people and services in the school and community that can help the teacher work with LEP students; and (3) how to adapt instructional techniques and materials by simplifying the English and using students' native languages. The final learning experience requires the teacher to demonstrate the skill in an actual vocational instructional situation where the teacher is an intern, student teacher, or inservice teacher. An assessment form for the final learning experience is included. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED328793

ADAPT INSTRUCTION FOR LEP VOCATIONAL STUDENTS

One of four performance-based modules to prepare vocational educators to serve LEP students

Joan E. Friedenberg, Project Director
Susan Kulick, Consultant
Robert A. Gordon, Research Specialist
Mary Alice Dillman, Graduate Research Associate

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

1988

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C Hansen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE057018

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

FOREWORD

This module is one in a series of four performance-based modules focusing on serving LEP vocational students. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to performance-based concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers who serve LEP students.

Many individuals and institutions have contributed to the research, development, testing, and revision of these significant training materials. Appreciation is extended to the following individuals who, as members of the project technical panel, advised project staff, identified human and materials resources, and reviewed draft materials: Curtis Bradley, John Ferrandino, Mary Galvan, James Hamilton, Le-Huong Le, Angelica Negron, and Irving Panzer.

Appreciation is also extended to the following vocational teachers and supervisors from throughout the United States who assisted in the field testing of this module: Beatriz C. Arenois, Jeff Barry, Mario Berrios, Goneado Duarte, David Garcia, Cheryl Griggs, Juliet Johnson, Patricia Killian, Richard Ladwig, Carlos Novoa, Marie Paul, Edward H. Petersen, and Lawrence A. Rayner.

Special recognition for major individual roles in the development of these materials is extended to Dr. Susan Kulick, Curriculum Development Specialist, School of Cooperative Technical Education, City of New York; and the following National Center staff: Joan E. Friedenberg, Project Director; Robert A. Gordon, Research Specialist; Mary Alice Dillman, Graduate Research Associate; Lois G. Harrington, Program Associate; Lorna Calvert, Monyeene Elliott, and Janet Ray, word processing operators.

Ray D. Ryan
Executive Director
The National Center for Research
in Vocational Education

ABOUT USING THESE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to working with LEP vocational students. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual vocational instructional situation when you are an intern, a student teacher, or an inservice teacher or educator.

Procedures

Modules are designed to allow you to individualize your professional education program. You need to read only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before reading any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to reach one of the following conclusions:

- You do not have the competencies indicated and should complete the entire module.
- You are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences.
- You are already competent in this area and are ready to complete the final learning experience in order to "test out."
- The module is inappropriate to your needs at this time.

When you are ready to complete the final learning experience **and** have access to an actual vocational instructional situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete or review previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Vocational Instructional Situation: A situation in which you are actually working with and responsible for secondary or postsecondary LEP vocational students or other LEP occupational trainees. If you do **not** have access to an actual vocational instructional situation with LEP students when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later.

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity of Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor; instructor; administrator; instructional supervisor; cooperating, supervising, or classroom teacher; or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical educational, or trade and industrial education.

You or the Teacher/Educator: The person who is completing this module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: **No attempt** was made to meet the criterion, although it was relevant.

Poor: the teacher/educator is unable to perform this skill or has **very limited ability** to perform it.

Fair: The teacher/educator is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher/educator is able to perform this skill in an **effective** manner.

Excellent: The teacher/educator is able to perform this skill in a **very effective** manner.

INTRODUCTION

Limited English-proficient (LEP) persons have a moral and legal right to education and training from which they can benefit. Since the late 1960s, the Congress has recognized the need for special instructional services for limited English-proficient (LEP) students. In 1968, with the passage of the Bilingual Education Act, schools could and still receive special federal monies to help them use bilingual educational practices. In 1970 the Office of Civil Rights issued a memorandum which explicitly states that schools must take affirmative steps to rectify the language deficiencies of LEP students. The 1974 United States Supreme Court decision known as Lau vs. Nichols went a step further, by stating:

> There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

In 1976, the Vocational Education Act specifically recognized the need to serve more LEP students in vocational education and provided funds to establish bilingual vocational training (BVT) programs for adults and out-of-school youth. The Carl Perkins Vocational Education Act of 1984 went a step further and not only maintained funding for the special BVT programs, but also provided a 57 percent set-aside within the funds allocated to each state, for special needs vocational students, including LEP students.

This module will help you as a vocational teacher to learn how to adapt your instructional techniques and materials to serve LEP students effectively. First you will learn what kinds of information you need to have about your LEP students, how to obtain this information, and how to use it in the classroom. Next you will learn about the various people and services in your school and community that can help you to work with LEP students. Finally, and most important, you will find out how to adapt your instructional techniques and materials by simplifying your English and using the students' native languages.

ABOUT THIS MODULE

Terminal Objective In an actual vocational instructional setting, adapt instructional techniques to meet the needs of LEP students.

Enabling Objectives

1. After completing the required reading, demonstrate knowledge of the key elements that a vocational teacher must include in identifying the needs of LEP students.

2. After completing the required reading, interview an ESL instructor or a counselor to find out how LEP vocational students acquire help in English.

3. After completing the required reading, critique the performance of a vocational teacher in adapting instruction for LEP students and modify sample materials.

Resources

A list of the outside resources that supplement those contained within this module follows. Check with your resource person (1) to determine the availability and location of these resources and (2) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

A member of the counseling staff whom you can interview concerning tests given both to LEP students and English-speaking students.

A colleague or friend who came from another country or another culture, or traveled or lived in another country for an extended period of time, whom you can interview about their experiences with cultural differences.

Other instructors in your school whom you can interview about what cultural differences they have observed among their students.

Learning Experience II

An internal source person and an external source of help in finding out if a translator is available for a particular language you have chosen to investigate.

An ESL instructor to interview. Find out what is being taught to LEP vocational students: a counselor in a school system or center of vocational education whom you can interview to find out how LEP students acquire help with English.

Learning Experience III

No outside resources.

Learning Experience IV

An actual vocational instructional setting in which you can adapt instruction for LEP vocational students.

A resource person to assess your competency in adapting instruction for LEP vocational students.

Optional Reading for this Module

Bradley, Curtis, and Friedenberg, Joan. Teaching Vocational Education to Limited English Proficient Students. Bloomington, IL: Meridian Education Corporation, 1988.

Bradley, Curtis, and Friedenberg, Joan. "Vocational Training for LEP's: Ten Tips for Teachers" (sound/color filmstrip). Bloomington, IL: Meridian Education Corporation, 1988.

Crandall, JoAnn. Equity from the Bilingual Education Specialist's Perspective. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1982.

Friedenberg, Joan, and Bradley, Curtis. A Handbook for Vocational ESL. Bloomington, IL: Meridian Education Corporation, 1988.

Friedenberg, Joan. The Condition of Vocational Education for LEP Students in Selected Areas of the United States. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1987.

Friedenberg, Joan, and Bradley, Curtis. Instructional Materials for Bilingual Vocational Education. Englewood Cliffs, NJ: Prentice-Hall Publishers, 1984.

Friedenberg, Joan, and Bradley, Curtis. Bilingual Voc Ed. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1984.

Lopez-Valadez, Jeanne, ed. Immigrant Workers and the American Workplace: The Role of Voc Ed. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1985.

Peterson, Morris, and Berry, Dale. Strategies for Using External Resources in Bilingual Vocational Training Programs: A Guide for Program Planning. Washington, DC: Kirschner Associates, 1983.

Terminology

Limited English Proficient (LEP): LEP persons are those born in a country where English is not the primary language or raised in an environment in this country where English was not the dominant language and who, as a result, experience difficulty in reading, writing, speaking, and/or understanding English to the points where such difficulty is a barrier to education and employment.

Bilingual Education: The use of two languages, one of which is English, in a classroom or instructional program.

Vocational Education: Occupational education that requires less than a baccalaureate degree. Includes such occupational areas as trade and industrial, health occupations, home economics, agricultural, technical marketing and distributive, industrial arts, and business education.

English as a Second Language (ESL): A class or program of English language instruction designed especially for speakers of other languages. ESL is not like English or Language Arts classes for English speakers.

Vocational English as a Second Language (VESL): ESL instruction that is job-specific. For example: cosmetology ESL, nurse's aide ESL, child care ESL, auto mechanics ESL.

LEARNING EXPERIENCE I

OVERVIEW

Enabling Objective	After completing the required reading, demonstrate knowledge of the key elements a vocational teacher must include in identifying the needs of LEP students.
Activity 1	You will read the information sheet Learning about the Needs of Your LEP Students, pp. 10-16.
Activity 2	You will complete a self-check about the importance of learning about the needs of your LEP students, pp. 17-18.
Feedback 3	You will evaluate your knowledge of the importance of learning about the needs of your LEP students by comparing your answer to the self-check with the model answers, pp. 19-21.
Activity 4	You will interview a person on the counselor's staff of your school or a school or center with a testing program, to find out about tests that are given both to LEP students and English-speaking students, p. 22.
Activity 5	You will interview a colleague or friend who came from another country or another culture or traveled or lived in another country for an extended period of time. You will ask him or her about experiences with cultural differences, p. 22.
Activity 6	You will interview other instructors in your school to find out what culturally related differences they have observed in their students, p. 22.

Activity 1 In order to adapt instruction for LEP students, it is important to know what their needs are. After reading this information sheet, you will better understand what kinds of information about your LEP students would be valuable for you to have, how to go about obtaining such data, and once obtained, how to best use those facts to identify the needs of LEP students in your classroom.

LEARNING ABOUT THE NEEDS OF YOUR LEP STUDENTS

In order to adapt your instruction appropriately, it is first necessary to know more about your LEP students. LEP students often carry burdens above and beyond those brought into your classroom by your English-speaking students. Unless understood and dealt with, these burdens can pose formidable barriers to LEP students as they try to benefit from what you are teaching them, and later on, as they attempt to use such knowledge in the workplace. This information sheet presents a general discussion about how to identify the needs of LEP vocational students in four important areas:

- English and native language proficiency
- Vocational interest and aptitude
- Previous training and education
- Cultural influences on learning

After reading this information sheet, you will better understand what kinds of information about your LEP students would be valuable for you to have, how to go about obtaining such data, and once obtained, how to best use those facts to identify the needs of LEP students in your classroom.

Learning About Your LEP Students' Language Proficiencies and Vocational Interests and Aptitudes

This section will show you the importance of knowing about your LEP students' language proficiencies and vocational interests and aptitudes, how to use standardized test scores, and how to conduct your own informal assessments.

The Importance of Knowing about Your Students' English Language Proficiencies

Understanding your LEP students and their special needs in the vocational classroom depends on your knowledge of their English and native language proficiency levels. How well do they understand, speak, read, and write English? Are they able to read and write in their native languages, or did political instability, civil unrest, family circumstance, or factors such as poverty or inadequate transportation interfere with their acquisition of skills in their native language? There are several reasons why it is

important to know about the English as well as native language abilities of your students.

You speak a particular way to your students. You use your own "brand" of speech, along with vocabulary and jargon specific to your own vocational-technical area. How much of this language will actually be understood by your LEP students? To answer this question, you must be aware of the level of listening comprehension that your LEP students have in their second language, English.

You also present written work to your students. This can be in the form of class notes, textbooks, manuals, instruction sheets, and tests. How much of this will your LEP students understand? Can they read on a higher level than they can speak or understand? Do they read and write on a high enough level in their native languages to read materials in these languages or to make the transfer to English literacy a fairly easy one? Does their own language use an alphabet and numbering system different from that of English? If so, are they completely comfortable yet with the one we use? Is their language written at all? How much difference is there between their listening comprehension and writing levels? Will materials you use have to be on a level different from the kind of oral English you normally use in the classroom? How so? How much?

Much of this information is available to you, and there are many people who can assist you in interpreting that information once you obtain it.

The Importance of Knowing about Your Students' Native Language Proficiencies

The necessity of finding out about students' native language proficiencies often comes as a surprise to many educators, who assume, for example, that people who speak another language can also read and write that language. In fact, some languages are not even written. Living as we do in the United States, a country that has never been invaded by a foreign power since its incorporation as a nation, whose educational system has never been even modestly hampered by events such as civil unrest, and that possesses a system of compulsory education through the high school years (in most cases), it is often a shock for us to realize that this is seldom true for other areas of the world, particularly those that furnish us with immigrants and refugees.

Circumstances such as political instability, civil unrest, natural disasters, poverty, educational deprivation, and economic underdevelopment can hamper educational development for many immigrants and refugees. For LEP students from the United States, economic and academic disadvantages, poor self-concepts, and the unavailability of sufficient bilingual education programs all hamper educational development.

There are two important reasons to know about your students' native language proficiencies. First, such information will help you decide whether students can benefit from instruction in the native language. Second, many language professionals feel that second language skills (in this case, English) can be more easily learned if first language literacy skills are already in place.

The Importance of Knowing about Your Students' Vocational Interests and Aptitudes

There are several reasons why it is important to know about your LEP students' vocational interests and aptitudes. LEP students may have a different concept of vocational education than the one we have here. Job prospects probably differ in their native country or region. There may be fewer and less highly diversified educational opportunities. Vocational education may be viewed differently in their culture and they may never have had the opportunity to make such a choice, or to learn about their aptitudes and interests. It is important to determine such things as aptitudes, dexterity and coordination, and interests before instruction begins.

Using Standardized Test Scores

One way to determine the language abilities and the vocational interests and aptitudes of LEP students is to obtain their scores on formal standardized tests. These may include tests of ESL proficiency, basic skills achievement, and vocational aptitude and interest.

ESL proficiency tests. Tests written by ESL experts allow you to see how your LEP students function in English in many ways, depending upon which test is administered and how the scores are used. These areas include the following:

- Listening comprehension
- Speaking ability
- Reading comprehension
- Writing ability
- How well the specific ESL student is learning English compared to students on the same level
- What specific areas of English (grammatical patterns, vocabulary, and so forth) pose special problems for individual students

Examples of commonly used ESL proficiency tests are these:

- Language Assessment Battery (LAB)
- Basic English Skills Test (BEST)
- Bilingual Vocational Oral Proficiency Test (BVOTP)
- Ilyin Oral Interview
- English Language Skills Assessment (ELSA)

Basic skills tests. Almost every city, state, and school district has required English tests. Most are nationally normed so that the performance of one student is

compared against similar students from around the country. Test scores from examinations such as these will not be very helpful in determining the English level of your LEP students. LEP students will tend to cluster around the bottom scores, which will not be distinct enough to be useful. Examples of commonly used basic skills tests are the Stanford Achievement Test, Wide Range Aptitude Test (WRAT), and the Iowa Test Battery.

Vocational interest and aptitude batteries. These instruments assess a variety of things, such as manual dexterity, eye-hand coordination, eye-hand-foot coordination, mechanical reasoning, clerical matching, math computation, reading ability, career awareness, and vocational interests. Examples of commonly used vocational interest and aptitude instruments are Apticom, Armed Services Vocational Aptitude Battery (ASVAB), the California Occupational Preference Survey, Choices, Harrington-O'Shey, Career Decision Making System, and the Self-Directed Search.

Getting Test Scores

If your school or center has its own testing program, test scores should be readily available. Guidance and counseling personnel should be able to provide you with scores on basic skills achievement and vocational interest and aptitude tests. They may also have scores for language proficiency. If not, seek this information from ESL and bilingual education personnel. All persons who provide you with scores should also be able to provide you with interpretations for the scores. If your school does not have an internal testing program, find out if there are any standardized test scores for your LEP students elsewhere, such as at district offices, former schools, or feeder schools. If not, you should conduct some informal assessments on your own.

Conducting Your Own Informal Assessments

You can learn a lot about individual students by exchanging information with colleagues who have worked with these students previously. These discussions could include areas such as learning levels, aptitudes, progress, personality traits, and other professional, yet personal, observations. If a particular LEP student has been in your school the previous term, then a colleague's assessment of the student's language level may be available to you. If not, perhaps guidance personnel have made similar assessments. In some schools, observations such as these are made directly on students' record cards. These informal assessments of your LEP students, made by your colleagues and other persons in the school system, can often be important aids in assessing how well these students will do in your particular class with the materials and instructional techniques that you traditionally use. (In fact, your assessment may be equally important to your colleagues in the future when they teach LEP students with whom you have worked.)

Besides informal observation, there are a few specific informal assessment techniques that any vocational educator can learn to conduct or have conducted for LEP students. For example, in order to assess English listening and speaking skills, you can conduct a 5-minute oral interview and rate the student's English ability on a scale of 1-5, as follows:

1. Level 1. Speech is so halting and fragmentary as to make conversation virtually impossible.

2. Level 2. Usually hesitant; often forced into silence by language limitations.

3. Level 3. Speed and fluency are rather strongly affected by language problems.

4. Level 4. Speed of speech seems to be slightly affected by language problems.

5. Level 5. Speech as fluent and effortless as that of a native speaker.

(Testing English as a Second Language, Harris, McGraw Hill, 1969)

At the same time you are rating their English level, you can be informally interviewing students about their vocational interests and previous training or experience.

In order to find out how well students can read and write English, provide students with a cloze test in which you select a 250-word written passage and leave out every fifth word. If students can fill in 60 percent of the blanks with appropriate words, then they can read and write English fairly well.

Both oral interviews and cloze tests can be provided in the native language to assess native language proficiency.

For a more complete discussion of informal assessments, see the module entitled, Conduct Intake Assessment of LEP Students.

Students' Previous Education and Training

In addition to information on English and native language proficiency and vocational interest and aptitude, it is very helpful to know about students' prior education and training when planning instruction. Since immigrants and refugees rarely have transcripts, and since this information cannot be determined by testing, you will probably have to interview the students. This may require a bilingual interpreter. There are two categories of educational information that you need--general and vocational.

General Education

Although you may already have information on language proficiency, it is important to know how much formal schooling a student has had, in what setting, and in what subject areas. Some students may need a considerable amount of instruction in basic skills areas, and this may determine the level of vocational instruction they can handle. You may discover that some LEP students have never stepped inside any kind of school building in their lives. A student with little or no experience in a formal school setting will probably need more orientation in order to adjust.

Vocational Education and Training

Often an LEP student has had a significant amount of vocational education or training in another country. This may have been formal, institution-based training, or more informal preparation, such as on-the-job training or apprenticeship training. In some cases, however, this may not be obvious because of a lack of English proficiency. The student may not have the technical vocabulary in English needed to explain his or her skill level, or may simply lack overall English ability. In any case, you need to determine any relevant background in order to develop an accurate and appropriate instructional strategy.

Cultural Influences on Learning

Have you ever traveled to a foreign country or area of the United States very different from your own? Many Americans who have done so feel strange and "off balance" during the time that they are there. The way that people speak is different; they eat different foods; their body language seems strange; and they may dress differently. In fact, these kinds of things make some tourists so uncomfortable that, while traveling, they elect to stay, eat, and socialize with others in as American-like settings as possible. These tourists are reacting with what is called culture shock to being surrounded by a set of attitudes, reactions, and perceptions of the world different from their own. For most of us, culture shock can be very unsettling indeed.

LEP students not only bring their own cultures with them into your classroom, but, at the same time, they are struggling to adapt to one or more of the cultural expectations of their new country. This section discusses cultural influences and differences among people from different areas of the world because it is important for you to realize that those influences affect learning and behavior in your class.

You read how American tourists often react to culture shock by seeking things that remind them of home. We can do this because our American culture has sprouted seeds all over the world as an outgrowth of its political and cultural importance and strength. You can buy Coca Cola in Bangkok or Panama City about as easily as you can in Chicago or Miami. Americans who visit or live in foreign lands can often find many ways to continue much of their American way of life, including its American attitudes and American reactions towards life in general.

The picture changes drastically, however, for an immigrant or refugee from another nation who is now committed to living, not visiting, in the United States, or for Americans who are members of cultural minority groups. Sometimes there is little to remind them of home except for their personal possessions. Other times, like American tourists, they can seek out and find areas where there are people and customs like their own. What is most difficult for many LEP persons to adapt to is not, as one might think, the different foods or mode of dress, but rather subtle and less obvious factors such as different attitudes and behavioral responses to people in their new country. You can help by being aware that a period of adjustment to a new culture exists and by accommodating students' needs for culturally sensitive explanations about things that American students take for granted.

Classroom Behavior

In the United States, our dominant culture values individualism, a certain degree of aggressiveness, competition, the application of ideas, and the problem-solution method of teaching and learning. In some other cultures, an individual is subservient to the needs of the group or of society as a whole. Aggressiveness is thought of as impolite and barbaric, and much teaching and learning is conducted by rote--the teacher reads, lectures, and writes on a chalkboard while students listen and copy and then are tested. There is little or no class discussion, and a teacher is almost never challenged. Thus, many LEP students do not actively volunteer to participate or provide answers in class, a behavior which teachers often mistake for solely a language problem or shyness.

Testing procedures may also be strange for some LEP students. Some students may never have seen a standardized test or answer sheet. Some may only have been asked to respond to essay type questions, and true/false, matching and multiple choice may be new to them. Others may have used verbal, rote responses to the teacher's oral questions. In some cultures, organization of written answers is different. Here, for example, we list the most important factor first. This is not true in some other cultures. Finally, in some cultures it is more acceptable for students to collaborate during testing situations than it is in most U.S. classrooms.

Nonverbal Behavior

Different cultures reflect different standards in such areas as space (distance between people), eye contact, and gestures. For example, in most Asian cultures, it is more appropriate to bow to greet someone than to shake hands. In other cultures, although it is appropriate to shake hands, a firm handshake is frowned upon. In many cultures people stand closer together but have less eye contact, especially with authority figures, than in mainstream U.S. culture. Facial and body expressions for yes, no, good, bad, come here, approval, disapproval, confusion, and impatience differ among cultures. Patting a Southeast Asian student on the head, for example, may convey "stupid" instead of "good job." You may also notice differences in dress, grooming, and hygiene among your LEP students. Whereas some students may wear clothes and jewelry that are too elegant and a good deal of make-up and cologne, others may wear the simple clothing of rural settings or be less concerned with adhering to hygienic practices such as using underarm deodorant and handkerchiefs.

Activity 2 The following items check your comprehension of the material in the information sheet Learning about the Needs of Your LEP Students. Each of the items on the self-check requires an essay-type answer. Explain fully but briefly.

SELF-CHECK

1. LEP students have special needs above and beyond those that native English-speaking students have. What kinds of information about your LEP students would be valuable for you to know? Why is this information important to know?

2. How do you obtain such data?

3. An LEP student's learning strategies are affected by cultural influences. What is culture shock?

4. How can cultural differences influence the way someone behaves in a classroom and relates interpersonally? Include specific examples.

Feedback 3 Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model answers; however, you should have covered the same main points.

MODEL ANSWERS

1. Understanding the special needs of LEP students in your vocational classroom depends upon your knowledge of their **English and native language proficiency** levels.

   First, consider that an instructor speaks with a vocabulary and jargon specific to a vocational-technical area. The amount of information an LEP student understands depends upon the level of **listening comprehension** the LEP student has acquired in English.

   Second, students receive **written work** in the area they are studying; this work may be in the form of class notes, textbooks, manuals, instruction sheets, and tests. A student's level of language proficiency in English will determine how much the student understands and what level of instruction is appropriate for that student at that level. Before deciding upon appropriate levels of instruction, a vocational instructor must obtain information about students' language skills. People who have this information can answer certain questions that instructors will want to know, such as (1) Does the student **read, write, speak, and understand English** at a level required by the instructional materials, or is one of these skills more developed than another?; (2) Is there a **difference** between the student's **writing level and listening comprehension**?; (3) Can the student read well enough in the native language to **read written materials in the native language** and to transfer to English literacy in a fairly normal way?; (4) Is the student comfortable with the **English alphabet** and numbering system?; and (5) Do the student's language skills accommodate the **level** of **English the instructor uses** in the classroom?

   Much of the information that answers these questions is available to the instructor, but it must be interpreted once it is obtained. It is important to remember that LEP students who have language deficiencies may also experience economic and academic disadvantages and have poor self-concepts. An instructor has the responsibility to help LEP students overcome these obstacles.

   Knowing about your students' **native language proficiencies** is important. First, it will help an instructor decide whether students can benefit from instruction in the native language. Second, if students are already literate, they can more easily learn English.

   Before instruction begins, it is important to know student **interests and abilities**. When LEP students learn about their abilities, they can make choices about job training programs. Vocational education may be a new concept for them or may be viewed differently in their culture. Job prospects probably differ, too, in their native country or region. An instructor will want to identify student aptitudes and interests as a background for planning the instruction each student needs.

In addition to information on English and native language proficiency and vocational interest and aptitude, it is important to know about students' **prior education and training**. How much formal education a student has had, in what setting, and in what subject areas will help determine the amount of instruction a student will need in basic skills, and then determine the level of vocational instruction a student can handle. Whether a student has had formal, institution-based training or more informal on-the-job training, the student may not be able to communicate this information because of a lack of English proficiency. Furthermore, students may not have the technical vocabulary in English to express what they know. In order to develop an accurate and appropriate instructional strategy, the instructor needs to obtain information about the previous educational training a student has had.

2. **Standardized tests** are one way to obtain information about LEP students. Such tests measure ESL proficiency, basic skills achievement, and vocational interest and aptitude. ESL proficiency tests can show how an LEP student functions in English in four areas: listening comprehension, speaking ability, reading comprehension, and writing ability. These tests indicate special areas of English that pose a problem for specific students and indicate how many of the basic English skills the student has mastered. Basic skills tests will not be very helpful in determining the English level of LEP students because they are nationally normed with students in the United States, and LEP students usually score at the lower levels. Tests assessing vocational interest and aptitudes commonly test such areas as manual dexterity, coordination, mechanical reasoning, math computation, and career awareness.

   Scores from all tests should be available from **guidance and counseling personnel** in schools or centers that have testing programs. Any testing program should be able to provide interpretations for all scores. If not, **ESL and bilingual education personnel** can give you information about a student's language proficiency. If an internal testing program is not a source of information, other district offices, **former schools, or feeder schools** may have test scores recorded for LEP students. If no test scores are available, instructors can conduct some **informal assessment** on their own.

   Informal assessments can be made by **consulting colleagues, guidance personnel,** and other persons in the school system who have worked with particular LEP students. Sometimes personal assessments are written directly on a students' record cards.

   Besides informal observations, vocational educators can conduct an **oral interview** to evaluate English listening and speaking skills. This same procedure can be used to find out about vocational interests and previous experience. To assess an LEP student's ability to read and write, a **cloze test** can be used.

3. Culture shock is the **unsettling condition of being surrounded by a set of attitudes, reactions, and perceptions of the world different from one's own**. Whereas LEP students bring their own cultures with them to class, at the same time, they are struggling to adapt to one or more of the cultural expectations of their new country. (Visiting a country is not the same as moving to a country where one is committed to living.) For the immigrant or refugee from a different culture, the United States may have little to remind them of home. They must adapt to different food, clothing, and life-style, as well as more subtle factors such as different attitudes and behavioral responses to people. During this period of adjustment to a new culture, a

vocational educator who is sensitive to the needs of LEP students can provide culturally based explanations to help them understand their new environment.

4. Cultural differences are apparent in the classroom behavior exhibited by LEP students. In the United States **aggressiveness and competitiveness** are often considered to be positive traits, but in many other cultures they are considered impolite and barbaric; the individual is subservient to the needs of the group. **Problem-solving methods of teaching** are incorporated into learning in the United States, whereas in some other cultures much of the teaching and learning is conducted by rote. Whereas **classroom discussion** is encouraged in the mainstream United States, in many other cultures there is little class discussion and the teacher is rarely challenged. **Standardized tests, true/false, matching items, and multiple choice** are common in testing procedures in the United States, but often students from other cultures are more accustomed to essay-type questions or rote responses to a teacher's oral questions. Even written answers on a test are organized differently in English than in some other languages. All these cultural differences in attitudes, reactions, and perceptions may affect LEP students' classroom behavior.

   Cultural differences are also apparent in students' interpersonal behavior and may affect how they dress, groom themselves, stand, look at you, and greet you.

Activity 4 Guidance and counseling personnel in your school should have information about the tests available in the school's testing program. Interview a counselor in your school. Find out what tests are available in the school, if the testing is different for native and non-native speakers of English, who chooses the tests, and how the test scores are interpreted. Ask to see sample copies, if possible.

Activity 5 Each culture has its own set of attitudes, beliefs, and perceptions of the world that direct expectations of behavior within that culture. This behavior may be expressed verbally or nonverbally. Interview a colleague or friend from another country or a person from the United States who has traveled or lived in another country for an extended length of time. Ask him or her about experiences with cultural differences. What verbal or nonverbal information was available from observations of the culture? What cultural information was important to know in order to understand and function in that culture? Did he or she experience culture shock? If so, how did he or she adjust to the surroundings?

Activity 6 Instructors in a school system in which LEP students are enrolled have the opportunity to observe differences among LEP students and native English-speaking students of the United States. Interview an instructor and ask if he or she has noticed behavior in LEP students that might indicate culturally related differences.

LEARNING EXPERIENCE II

OVERVIEW

Activity 1	You will be reading the information sheet Internal and External Sources of Help, pp. 24-29.
Activity 2	You will complete a self-check on coordinating vocational instruction with other instructional services, p. 30.
Feedback 3	You will evaluate your knowledge of coordinating vocational instruction with other instructional services by comparing your answers to the self-check with the model answers, pp. 31-32.
Activity 4	You will contact one or more persons in your school to inquire about how to get some instruction translated, p. 33.
Activity 5	You will contact one or more external sources and inquire about the availability of materials in a language spoken by LEP persons in your community, p. 33.
Activity 6	You will inquire at a school or vocational-technical center if ESL classes are available for LEP students. If they are, you will interview an ESL instructor and perhaps visit as ESL class to find out what is being taught to LEP vocational students. If no ESL classes are available at the school, you will interview a counselor to find out how LEP students get help with English, p. 33.

Activity 1 There are many sources of help for teachers who want to adapt instruction. To learn more about this, read this information sheet on internal and external sources of assistance.

INTERNAL AND EXTERNAL SOURCES OF ASSISTANCE

When teachers close their classroom doors and begin a day's lesson, they often feel very much in control and, at the same time, completely alone in their responsibility toward their students. Teachers often use phrases such as "my students" or even "my kids" when referring to them, thus demonstrating this kind of responsibility.

When students are more or less homogeneously grouped in your class, assuming the sole responsibility for their education during the time they are there is a very exciting and challenging aspect of your chosen profession. However, LEP students are usually a very mixed group, and they bring a variety of English, native language, literacy, and educational, cultural, and vocational backgrounds and expectations. How can one person possibly be expected to educate such a mixed group appropriately during a 2- or 3-hour class each day?

One person simply cannot take on such a task alone. Luckily, there are probably people in your school and services that your school and community make available to you that can help.

Sources within Your School or Center

Many of your colleagues have expertise that can help you work better with LEP students.

ESL Staff

ESL stands for English as a Second Language. In some schools, the term ESOL--English for Speakers of Other Languages--is used. ESL teachers have studied the special methods and techniques used in teaching English to students who speak other languages. These techniques and approaches differ from those used by English or Language Arts teachers in your school who are teaching literature, grammar, and writing to English-speaking students. The goal of the ESL teacher, especially in secondary and adult programs, is to enable students to enter and master mainstream classes. Oral approaches are very important in ESL classes where students are encouraged to learn the language by speaking it, very much as your own hands-on activities let your students learn how to do something by doing it. There are special B.A., M.A., and Ph.D. programs for ESL teachers, though many have taken just a few courses and have learned by experience.

How ESL teachers can help you. In addition to assisting you with gathering and interpreting assessment information, the ESL teacher can also be called upon to collaborate in activities such as these:

- Adapting materials
- Reviewing textbooks for language level
- Reviewing tests for language level
- Talking about cultural backgrounds
- Telling you about the progress and problems of particular students
- Serving as a translator in some cases (many ESL teachers are bi-or trilingual)
- Incorporating vocabulary and grammar from your classnotes into their ESL (or VESL) lessons, thus supporting your teaching in an effective way
- Providing tips on teaching techniques, especially for technical vocabulary

Collaboration with the ESL staff. If you have ESL teachers in your school, you will find that ongoing collaboration with them will be crucial to assisting LEP students effectively. Though it is a fact that in many schools, academic and vocational personnel have often felt little reason to collaborate closely, this is not the case where LEP students are concerned. Because vocational-academic collaboration is a new idea to many vocational teachers, they often ask about the best ways to get things started. Here are some ideas:

- State that you both teach the same students and use that as the first focus of conversation.
- Ask the ESL teacher to observe your classes and how the LEP students function in them. Ask if the students act the same way in a vocational classroom as they do in an academic one. (You may be pleasantly surprised at the answer.)
- Ask a department chair or other supervisor to assign the two of you to a task-oriented group centered around the needs of LEP students in your classroom.

Counselor or Bilingual Counselor

A counselor or guidance counselor is a person who has studied ways of helping students to adapt socially and psychologically to school and its rules and cultures. There are special M.A. and Ph.D. degrees in counseling, and many counselors also have an interest in psychology and social work. They work one-to-one or in small groups with students, usually those who have been referred by teachers in their school or by parents. They are also often called upon to administer tests, interpret test scores, or to obtain scores from other schools. When they speak more than one language, they are called bilingual (guidance) counselors.

How counselors can help you. This professional can assist you in the following kinds of activities:

- Obtaining records and providing help in their interpretation
- Discussing cultural differences
- Broaching delicate or difficult topics with your students
- Providing a link between you and other staff members who may teach the same students
- Contacting counselors in other schools that serve LEP students from backgrounds similar to yours to see if the same problems exist, and if so, how they are handled

Collaboration with the counselor. Collaboration with the counselor often occurs on an as-needed basis. A written note explaining your request is frequently all that is necessary to set up a conference during your nonteaching time. In the same way that you studied your profession because it appealed to you, counselors studied theirs because they like to work with and help other people. You will find that counselors provide occasional, yet important assistance in your teaching.

Job Developer

Some vocational-technical programs are lucky enough to have job developers or placement specialists. Often they were teachers at that very site, or another site, and went on to a new area of responsibility. Most job developers use their knowledge of industry and its needs and demands to prepare themselves for this position, though others do take special courses and seminars. Job developers are often action-oriented persons who spend much of their time away from the school developing employment possibilities for students.

How job developers can help you. In addition to the obvious, finding jobs for your students, the job developers can also assist you in such activities as these:

- Conducting training sessions on employment-related tasks such as the job search and dealing with job applications
- Visiting your class to discuss with them what they have observed at businesses in your field and thus raising class expectation and motivation
- Keeping you informed about new employment demands in your field so that curriculum can be appropriately adapted
- Working with you and the ESL teacher to inform LEP students about the work culture and the work ethic in this country

Collaboration with the job developer. This will probably be an ongoing, yet occasional, collaborative tool for you. You would want to establish or reestablish contact with that person at the beginning of each year in order to make future contact more effective. You might also consider asking your supervisor to have the job developer speak to vocational teachers as a group, discussing some of the specific problems that each of you has been having with your LEP students. Then, you might use that experience

as a lead-in to private consultations. Again, some job developers were once vocational instructors and you may find that you speak a common language.

Bilingual Educators

Bilingual educators are professionals who are professionally competent in two languages. These educators have to pass tests both in their content area and in their second language. There are sometimes special bilingual certifications in certain vocational and academic fields. There are usually more bilingual educators teaching academic than vocational courses.

How bilingual educators can help you. Some ways these professionals will serve as useful aids to you are as follows:

- Serving as translators, both orally and with printed materials
- Helping you understand the special problems and needs of LEP students
- Explaining cultural backgrounds and expectations
- Writing letters to parents who don't speak English
- Interpreting for those parents when they visit the school

Collaboration with bilingual educators. Collaboration with these professionals will most probably be on an ongoing basis. Approaching them in the same spirit as we suggested for the ESL staff will be effective. These educators may have contacts with professionals in your field who speak the language of your LEP students. These professionals may be able to help you to obtain materials and texts in your field written in the language of your students.

Foreign Language Teachers

Foreign language teachers are academic professionals who are competent to teach speaking, listening, reading, and writing of a language other than English. Often, their first language is English, but some learned English as a second language some time in their past. Most have had to pass proficiency tests in two or more languages in order to obtain certification. They are often very interested in the cultures represented by speakers of their foreign languages.

How foreign language teachers can help you. If foreign language teachers speak the language of your students, they can help in many of the same ways as bilingual educators. Foreign language teachers may be able to help as follows:

- Translate materials and letters
- Discuss cultural differences
- Provide access to materials in your field written in the native languages of your students, or help you obtain such materials.

Collaboration with the foreign language teacher. This is apt to be occasional, so it may be a good idea to introduce yourself at the beginning of the semester so that later communication is facilitated. Foreign language teachers' interest in the country, customs, and cultures of peoples who speak their own and similar languages make them ideal people to ask for assistance.

External Sources

Sometimes it is necessary to look outside of your school for help for your LEP students.

Centers and Associations

Sometimes help can come from places that you might not expect. National and regional centers and associations are two examples. They are often organized around two areas, professional and ethnic. Examples of professional associations and centers that can help you with LEP students are the American Vocational Association (AVA), Teachers of English to Speakers of Other Languages (TESOL), National Association for Bilingual Education (NABE), National Association for Vocational Education Special Needs Personnel (NAVESNP), the National Center for Research in Vocational Education (NCRVE), the Center for Applied Linguistics (CAL), and the National Clearinghouse for Bilingual Education (NCBE). Examples of ethnically based associations are National Council for La Raza, and the Latins United for Latin American Culture (LULAC).

How centers and associations can help you. They can help you as follows:

- Providing you with the latest research and other information about LEP vocational students
- Providing materials that already may have been translated, or letting you know of other programs around the country that have developed materials and approaches to teaching LEP students in your field of expertise

Collaboration with associations and centers. You can do this directly by phone or letter. Tell them what language groups and what field you are working with and what kinds of information or resources you need. Be sure to thank them for their help.

Other Schools and Community-Based Organizations

It is comforting to know that you may not have to "reinvent the wheel" when you are deciding on better ways to serve your LEP students. Often other schools and groups have done pioneering work for you. Your department chairperson, principal, guidance counselor, or job developer may know of other schools in your area where the same language populations that you teach are being served. They would also know about community-based organizations (CBOs), though you could also obtain that information from religious organizations, by word-of-mouth, and from the Yellow Pages.

How these groups can help you. They can assist you by providing already developed materials and ideas. They can provide mentors, role models, and translators for your students. They can share similar experiences with you, and serve as support networks for your teaching ideas and materials. They often will know where to find other centers and associations that will be of help to you.

Working with these groups. It is better to have someone contact these groups for you, initially. The guidance counselor, your supervisor, or principal/director can make the contact, particularly where other schools are concerned. If you or one of your co-workers knows a staff member in another school or CBO, you can use that contact to facilitate communication.

Community Volunteers

What do you do if appropriate support is not available where you teach? Sometimes you can get volunteers to do the job. Local religious and civic organizations are often the best sources for these. Also your students' parents may know of such groups.

Master Craftspersons

Every field has its masters. Some of these people are retired, still interested in working in their fields, and have some free time. If you are lucky, religious organizations, CBOs, and civic organizations may be able to discover a craftsperson who also speaks one of the languages of your students. Such a person could serve in many capacities:

- Lecturer
- Tutor
- Mentor
- Translator
- Source for materials
- Role model

You would serve your LEP students well and also the rest of your students, if you could find such a craftsperson who would be willing to "adopt" your class or mentor a few of your LEP students.

Activity 2 The following items check your comprehension of the material in the information sheet Internal and External Sources of Help. Each of the items on the self-check requires an essay-type answer. Explain fully, but briefly.

SELF CHECK

1. LEP students are a diversified group with a variety of English, native language, and literacy proficiencies and different educational, cultural, and vocational backgrounds and expectations than regular students. The task of preparing appropriate instruction for such a mixed group is a challenge for you as a vocational classroom teacher. What sources within a school or center have expertise that can help you work better with LEP students? What type of help can they give you?

2. If you look outside of your school for help with your LEP students, what external sources (of help) are available to you and how can they assist you?

Feedback 3 Compare your written responses to the self-check with the model answers given below. Your responses need not exactly duplicate the model answers; however, you should have covered the same main points.

MODEL ANSWERS

1. Instead of assuming the sole responsibility for the instruction of LEP students in the classroom, most vocational teachers have people and services in the school that are available to help them to meet the needs of LEP students. When you make the effort to involve other colleagues who have expertise to help you, you can work more effectively with the LEP students in your class.

   The most important source of help is the **ESL teacher** if your school has one. Many of the techniques and approaches an ESL teacher uses are unique for LEP students, and different from those used by regular English or Language Arts teachers who are teaching literature, grammar, and writing to native speakers of English. However, oral skills are developed in a similar way to vocational skills: doing is learning.

   ESL teachers can help you gather and interpret **assessment information**. They can **review textbooks and tests** to evaluate the language level and its appropriateness for your students. ESL teachers are a rich source of **cultural information** about your students. They also know how a particular LEP student is prepared in relation to other students. They sometimes can **translate** bilingual materials into one or more languages. They can **assist you in adapting your materials** for LEP students instead of creating new ones. They know of teaching techniques that can be incorporated into technical materials you are using.

   The **school guidance counselor**, or **bilingual counselor** in some schools, is a source you can consult in **helping students to adapt linguistically and academically** as well as **socially and psychologically** in your classroom and lab. Counselors can provide **records** and interpret them for you. Their one-to-one or small group experience is valuable in that, essentially, your LEP students are a small group who need individualized help from teachers. Counselors are also valuable because they can broach delicate and difficult topics with your students, and they can provide a link between you and other staff members who may teach the same students. They can contact counselors in other schools who are handling the same problems. You will find that counselors can provide important assistance in your teaching because often they have formerly been teachers.

   Bilingual educators are professionally competent to help you both in language **translations** and in **academic and cultural matters**. Their bilingualism makes it possible for them to translate both written and oral instruction. When you need to write a letter to parents who don't speak English or interpret what is said in a conference with parents, the bilingual educator is a source of help. They know about the cultural background of the native language they speak and can interpret behavior or **act as an intermediary** between you and the student whenever exact communication is needed. Similarly, **foreign language teachers** are academic professionals who are competent in conversing, reading, and writing in languages other than English. They may

be able to **translate** materials and letters for you, **discuss cultural differences**, and provide **access to materials in your field** written in the native languages of your students or direct you where to go to obtain such materials.

One of the most practical and useful sources of help with LEP vocational students is the **job developer or placement specialist** who has knowledge of industry and its needs and demands, combined with teaching experience, in many cases. The job developer has contacts for placing students in jobs for which they have training, but he or she can also assist you in other activities such as conducting **courses, seminars, or training** sessions that deal with **job applications; where and how to search for a job**; what to expect in an **interview**; and the **work culture** in the United States. In addition, the job developer can keep you informed of new employment demands in your field so that you can adapt curriculum appropriately. Working more closely with the classroom situation, a job developer can visit your class and explain what he or she has observed at businesses in your field. This will acquaint the students with an actual working environment, perhaps raising their expectations for employment in this field, and motivating them to complete their vocational training for a job in the future.

2. When it is necessary for you to look outside of your school to get help for your LEP students, **national and regional centers and associations** are places that can help you. They are usually organized by professional interests or ethnic groups. Such centers and associations can provide you with the latest information regarding LEP vocational students. In addition, these sources can tell you where you can find materials already translated for LEP students in your field. They can let you know of other programs in the country that have developed materials and approaches to teaching LEP students in your field.

   Other schools and community-based organizations can provide materials that are already developed and ideas to implement them; they can also provide local mentors and translators for your students who may also serve as role models. Your department chairperson, principal, guidance counselor, or job developer may know of other schools in your area where the same language populations that you teach are served by both the school systems and community-based groups. By sharing similar experiences with these groups, you build a support network for your work with LEP vocational students. Churches, clubs, social service groups, civic organizations, and volunteer programs that serve LEP persons, as well as students' parents, are all good sources of information.

   Master craftspersons and retired persons in the community are good sources of help that should be strengthened. These people are experienced and professionally qualified in many fields, and they often want to use these talents in community service. Such persons can serve as lecturers, translators (if they speak another language), mentors, and a resource for materials and information you might need for your teaching.

Level of Performance: Your written responses to the self-check items should have covered the same major points as the model answers. If you missed some of these ideas or have questions on any other points, review the information sheet Internal and External Sources of Help, pp. 24-29, and consult your resource person, if necessary.

Activity 4 Choose a language other than English that is spoken by LEP persons in your community, and identify and contact one or more persons in your school who could provide you with translation assistance if you needed it. How many persons could you find? What were their roles (i.e., ESL, bilingual, or foreign language teachers, counselor?)

Activity 5 Identify one or more external sources for help and inquire about the availability of materials in the language you identified in Activity 4.

Activity 6 Find out whether your school offers ESL classes. If so, find out if any LEP vocational students attend. Interview the teacher, visit the class, and see what is taught. If ESL is not offered in your school, find out from a counselor how LEP students get help with English.

LEARNING EXPERIENCE III

OVERVIEW

Enabling Objective	After completing the required reading, critique the performance of a vocational teacher in adapting instruction for LEP students.
Activity 1	You will read the information sheet Adapting Instruction for LEP Vocational Students, pp. 36-44.
Activity 2	You will read the Case Study and critique how one vocational teacher adapted instruction for LEP vocational students, p. 45.
Feedback 3	You will evaluate your competency in critiquing a vocational teacher's performance in adapting instruction for LEP vocational students by comparing your critique with the model critique, p. 46.
Activity 4	You will use the technique described in the information sheet Adapting Instruction for LEP Vocational Students to make modifications to the text passage and the operation sheet, p. 47.
Feedback 5	You will be evaluating your competency in modifying instructional materials by comparing your modifications with the modifications given in the model adaptation critique, pp. 48-49.

Activity 1 Written and oral instruction should be adapted for LEP students. For more information on how to do this, read the following information sheet.

ADAPTING INSTRUCTION FOR LEP VOCATIONAL STUDENTS

This learning experience will illustrate various ways of adapting your instructional techniques and materials to the needs of LEP students. Remember that you will not have to do all of this alone. Many people such as ESL and bilingual teachers and professional and ethnic associations can help you. You should adapt your oral instruction (i.e., your speaking) as well as your written and audiovisual materials for LEP students. Besides receiving adapted vocational instruction from you, LEP students should also receive English as a second language (ESL) instruction from a qualified ESL teacher. Both you and the ESL teacher should pay special attention to helping LEP students understand safety instruction.

Adapting Oral Instruction

Two ways that will help LEP students to understand your oral instruction are to simplify the way you speak English and to use their native language(s).

Making Your English Easier to Understand

It is not very often that we think about "how" we talk, but in the case of LEP students who are trying to listen to instruction in a language that is new to them, this is very important. Here are some facts that may surprise you:

1. Short words are not necessarily easy, long words not necessarily hard.

2. Some words may be easy for members of some language groups to understand, whereas the same words may be hard for others.

3. Idiomatic expressions, among the most common phrases we use, are often the most difficult for LEP students to understand.

4. Prepositions, which often carry essential meaning in vocational lessons, are very difficult for LEP students. Among the most common, yet confusing, prepositions are on, in, by, from, to, and for.

5. Expressing the same idea in different ways for variety's sake is often not helpful, particularly with beginning LEP students who may know only one way to say something.

6. Talking loudly to LEP students will not increase their understanding of English.

7. Speaking in "baby talk" or in "broken English" will not be helpful.

Here are some approaches that will make it easier for LEP students to understand. Most of these approaches will also help your English-speaking students.

- **Use demonstrations and hands-on explanations**. Use lecture less. LEP students need visual clues to what you are saying. Often another student can demonstrate as you speak, particularly in review activities. Field trips and visual aids are also helpful.

- **Speak English a little more slowly and more clearly**. This allows students to hear each word distinctly and have more time to understand what you are saying. You might have to keep reminding yourself to do this, since the common tendency is to return to your usual pace and pronunciation.

- **Reduce long sentences and explanations**. Use simple and direct language. One long sentence or idea is better expressed in two or three short sentences.

- **Face LEP students as you speak to them**. It may be easier for them to understand if they can see your mouth. Speak especially clearly if you are a man with a large mustache or beard.

- **Use the same words and expressions frequently**. Keep using words and expressions that students are familiar with--words and expressions that you know will work.

- **Reduce your use of pronouns**. Words like it, she, he, they, and them can be confusing for LEP students. For example, instead of saying, "Lift the handle. Then turn it to the right," you may say, "Lift the handle. Then, turn the handle to the right."

- **Check students' comprehension**. Ask students to repeat explanations back to you to make sure they understood what you said. Do not assume that LEP students understand, even if they say they do.

- **Reinforce terms**. Spend extra time reviewing technical terms.

Using the Native Languages of Your Students

Using the students' native language(s) may range from using some simple expressions to providing a full range of instructional services, depending on your students' needs and on your resources. Since many classes are multicultural (i.e., made up of LEP students from many language backgrounds), often it is desirable to use a combination of several methods described below.

Using the native language yourself. You may already be proficient in another language, but that may not be the same language (or the only language) that your students use. You may never have been exposed to another language. No matter which group you fall into, at the very least, you should learn to say the following kinds of expressions in each of the language(s) of your students:

- Hello

- Good morning

- Good afternoon
- Good evening
- What is your name?
- I'm _____
- How are you?
- Good work
- Good bye

You will be surprised at how much your ability to say these few expressions will mean to your LEP students.

- It will show that you are interested in and respect them.
- It will show that your talents and professionalism go beyond the skills of your trade.
- It will show that you recognize and respect the worth of other languages and cultures.
- It will provide a touch of home to students who may be homesick and suffering from culture shock.

There are many people and groups whom you could call upon to teach you these expressions in other languages, including bilingual students, friends, colleagues, foreign language teachers, some ESL/VESL instructors, ethnic centers and associations, and commercially produced tapes and books. If any of your students speak a language so uncommon that these people and groups can not help you, perhaps a member of his or her family or another student in the school can provide those 10 expressions for you. You might ask the person doing this to tape them for you. That way, you can listen to them when you have the time.

Using bilingual aides. Some vocational-technical programs are fortunate enough to have the services of aides (paraprofessionals) who are bilingual. Bilingual aides can--

- help to assess students' language and occupational needs,
- support your teaching by translating your words and ideas into the students' native languages,
- introduce in the native language what you are about to say in English so that LEP students know what to expect,
- briefly quiz LEP students in the native language after you present a lesson in English so that you can see what needs to be reinforced,

- talk to LEP parents and write letters to them,
- translate written materials,
- accompany your students and act as interpreters/liaisons for them when they need to speak to other people in the school,
- advise you of the cultural needs of your LEP students and/or cultural biases that some of your materials or instruction may inadvertently present,
- tutor LEP students individually or in small groups after listening to your presentation.

Bilingual peers. Peer tutoring is an idea that is gaining increasing prominence in American education. It is particularly helpful for LEP students. Peer tutoring may take place naturally and informally among students, or it can be a highly structured activity that is closely supervised by the teacher. Bilingual peer tutors can--

- explain what you are saying in their native language,
- translate written materials,
- provide English reinforcement of what you have taught,
- acquaint LEP students with classroom and school rules in their native language,
- show LEP students that you are concerned about their education.

Note that using peer tutors may result in students talking while you are talking. It may take some time for you to become accustomed to this extra "noise."

Volunteers. In previous sections we discussed how to secure the services of volunteers both from the community and elsewhere. The use of volunteers has been cited as an exemplary practice by many educators, based upon the extraordinarily positive impact that it has had. In one high school, for example, parents, who were being taught ESL in a special class for adults, later volunteered to become bilingual tutors in that school. Here were bilingual, involved, concerned assistants who were happy to enter classrooms to assist teachers and students in whatever way necessary. In another program, bilingual retired citizens were recruited as volunteers with equally excellent results. Volunteers can be used in many of the same ways as bilingual aides and peer tutors. It is strongly suggested that you investigate this type of support system for you and your LEP students.

Modifying Written Instruction

Vocational materials that can be modified include textbooks, instruction sheets, task listing and detailing sheets, supply inventories, manufacturers literature, and any other materials used in the vocational instructional process. Like oral instruction, written materials can be modified by simplifying English and by using the native language.

Simplifying English

In many ways, simplifying written English is easier than modifying oral English, because it is often difficult to monitor what we are saying until we say it. Here are some suggestions to follow when simplifying the English of written materials. Keep these suggestions in mind when developing your own materials. If you are adapting existing materials, you will either change the materials by writing in margins and other available spaces, develop your own materials to accompany the existing materials, or do some of both.

- Identify and explain key terms.
- Simplify terms when appropriate.
- Turn a paragraph that explains a series of procedures into a numbered list.
- Eliminate pronouns and replace them with nouns. Pronouns are a problem for LEP students because they often do not know what previous noun they refer to. When you see many "it's", "them's," and so forth, in a paragraph, that is a signal to modify that paragraph.
- Make sure things are presented in logical order.
- Underline or highlight key points or words. A simple yet effective way of modifying written language is to underline or highlight with yellow marker the most important parts of what is being presented so the students' attention is drawn to them.
- Make a few short sentences out of one long one. Long sentences are difficult for LEP students to handle. Breaking these down into several shorter sentences is very helpful.
- Take out unnecessary details. Textbooks and materials often contain unnecessary detail that may be interesting to read, but detract attention from the task at hand. These should be eliminated.
- Add supplementary illustration. A picture speaks a thousand words. Supplementary illustrations (photos, simple drawings, pictures taken from catalogs or old texts) are excellent tools.

  Example: The following example briefly illustrates how a text can be modified by simplifying terms, turning a paragraph into a list, eliminating pronouns, making sure things are in logical order, underlining key words, and turning a long sentence into several shorter ones.

Before

Pick up the welding torch, making sure it is not turned on.
Secure it to the acetylene tank and turn it on.

After

1. Make sure the welding torch is off.
2. Pick up the welding torch.
3. Connect the welding torch to the acetylene tank.
4. Turn the welding torch on.

- Add practice exercises. Because LEP students are learning language at the same time as they are learning new ideas, additional, simplified practice exercises are essential for them. The following types of written exercises are most suitable for LEP students:

  -- Fill-ins
  -- True/false
  -- Matching
  -- Simple multiple choice
  -- Ordering steps in a procedure
  -- Picture-word matching
  -- Important words with missing letters represented by dashes (f-aring too-)
  -- Technical terminology crossword puzzles
  -- Cloze exercises
  -- Technical terminology word finds

The following types of exercises are not particularly helpful for LEP students:

- Essays
- Multiple choice questions with many and lengthy answers
- Questions that use vocabulary not used in the lesson
- Open-ended questions

Using Written Materials in the Native Language

It may seem that a logical way to help LEP students would be to secure a text in your field in the languages of your LEP students. On closer reflection, however, this approach has some disadvantages:

- It is rare to find a foreign language text that is equal or similar to the one you use in class.
- Imported texts and materials are sometimes not technologically appropriate for the needs of U.S. industry.

- Foreign texts are sometimes difficult to find, may be outdated, and often expensive.

- Like some of your new English-speaking students, LEP students may be unfamiliar with the terminology of the trade in their own languages.

- Some LEP students do not read well in their native languages.

- Since LEP students will be using their skills here in the U.S., exposure to the English terminology is vital. This means that exposure only to a text and/or materials in their native languages is not a good approach.

However, the advantages of having textbooks and materials in your class in the language of your students are these:

- Students can verify their understanding of a particular procedure or technical idea.

- They can use the book or materials as review aids.

- Their availability in your class demonstrates your interest in and respect for LEP students.

The best ways to provide LEP students with materials in their native language are to--

- contact distributors of foreign language vocational books and keep a few of them as well as some bilingual technical dictionaries on hand for students to use as references;

- contact national centers, clearinghouses, and professional associations to obtain locally developed bilingual vocational materials from other programs;

- have your materials partially translated.

Using the services of your school's foreign language teachers, bilingual instructors, advanced bilingual students, and professional and ethnic associations, you can attempt some of the following approaches and techniques:

- Translate the important words.

- Translate important procedures.

- Have your homework questions (based on English material) translated into the student's native language(s).

- Translate main headings.

- Summarize chapters briefly in the native language(s).

Using Audiovisual Aids

This information sheet has emphasized the importance of visual aids to supplement and further explain your classroom and shop procedures. Visual aids are important because they produce maximum result with minimum effort.

Aids run the range from simple, handmade materials such as signs, pictures, and line drawings to elaborate commercially produced ventures. Three audio-visual aids that are particularly useful with LEP students are--

- cassette recorders,
- language masters,
- slide-sound tape presentations.

Cassette Recorders

Cassettes are easily available, used, and copied for LEP students. Once made they can be used over and over again. Here are some things you can do with them:

- Tape your lectures as you present them so that LEP students can review your words at home or after your lesson.
- Have someone else translate and record key ideas of a new lesson in the language(s) of your students.
- Create and record simple oral drills for your LEP students based on new lessons (much easier than writing these out, and more useful for the students, too).
- Produce oral versions of your written tests.

Language Masters

Language masters, unknown to many vocational professionals, are excellent teaching tools. Language Master is the name of a product by Bell and Howell that is essentially a two-track card reader. These devices can allow students to listen to and repeat (record) technical terms or they can be used to translate terms or sentences.

Slides

Slide-tape presentations are particularly effective when illustrating points to students who have difficulty with English. They allow students to supplement sounds with visual representations of ideas presented, and vice versa. There are several advantages to using this aid.

Teachers can create their own slide-tape presentations by taking photographs of a class one year as they perform a task, and creating the slide-tape show for the next year's students, or as a review for this year. Students are motivated when they see each

other (or other students) performing technical tasks. If they help in labeling slides and preparing brief scripts to be read along with them, learning in the task being illustrated is enhanced and reviewed. Scripts can easily be translated and taped in several languages. These presentations can also be used to show parents some of the activities their children are doing or for recruiting purposes.

Activity 2 Read the following case study describing how Jeannie Moroni, an auto mechanics instructor, applied the principles of adapting instruction for LEP students. Try to analyze what Ms. Moroni is doing right, what she is doing wrong, and what she should have done instead. Then prepare a written critique of Ms. Moroni's performance.

CASE STUDY

Jeannie Moroni is an auto mechanics instructor whose husband was recently transferred from Michigan to South Florida. She found a job for the fall in a large comprehensive high school. Knowing that many of her students would be LEP, she took a review course in Spanish over the summer. She had learned some Spanish earlier as a teenager in Panama when her father worked in the Canal Zone.

When school began, Ms. Moroni found out that in addition to native speakers of English and Latin Americans, her students were from Haiti, the Middle East, and Southeast Asia. She felt overwhelmed, but was determined to do a good job with all of them.

She was pleased to find that she knew enough Spanish to get by with the Hispanic students, and her Arabic-speaking students had no difficulties understanding her lectures in English. Clearly, the Southeast Asians understood as well, because they never asked questions, and smiled and nodded frequently. The Haitians, however, understood almost nothing, and so she had some instructional materials translated into Haitian Creole, their native language.

Things seemed to be going fairly well. However, after a while, Ms. Moroni sensed some resentment from the Arabic-speaking students when she joked in Spanish with the Latin Americans. In addition, the Haitian and Asian students weren't making much progress, even after she referred them to the remedial reading program.

She decided to slow down the pace of her lectures, but even then many of the students did not understand the processes she was explaining. Many of the LEP students did not know the names for even simple tools in English. When she took time to teach terminology, however, those students who did know the names of the tools seemed annoyed.

Later, when some of the Hispanic and Arabic students were planning to look for part-time jobs, Ms. Moroni explained what kind of clothing to wear to an interview. Even though she was sure language was not a problem, they didn't seem to understand clearly what she was describing.

Jeannie Moroni became more and more frustrated. She tried to do a good job with her LEP students, but after several months, things weren't going very well. She began to consider looking for a job in an auto shop instead.

Feedback 3 Compare your written critique of Jeannie Moroni's performance with the model critique below. Your response does not have to duplicate the model exactly but should cover the same major points.

MODEL CRITIQUE

Jeannie Moroni's intentions were excellent, and she did many things right. Refreshing her Spanish and being able to use it with Latin American students was a big plus. It would have been very helpful to have learned a few basic phrases in Arabic, Haitian Creole, and the appropriate Southeast Asian language(s). In fact, some of her own students might have been able to help her. Knowing a few words in the other languages would have lessened the resentment caused when she used Spanish so much.

Ms. Moroni needed to do more to adapt her oral instruction. First of all, she should have tried to confirm how much the Asian students really understood. Their nods were misleading. It would have been better to ask them to paraphrase what she had presented or to have them answer some specific questions, especially when it came to safety instruction. Although she did slow her lectures down, she might have tried some other modifications of spoken English such as using simple sentences, limiting her use of pronouns, using the same words repeatedly, and so forth. Increased use of demonstration and pictures would have been effective also, both in explaining automotive processes and in suggesting clothing for job interviews. Also, bilingual aids, peer tutors, or volunteers could have helped.

As far as modification of written materials, Ms. Moroni could have done more. First, she might have tried some of the various techniques to modify materials in English, such as underlining, defining key terms, making lists, and eliminating pronouns. Also, remedial reading is really not appropriate for LEP students. They need vocational ESL instruction. Translating the materials into Haitian Creole might have been a waste of time since many of the Haitians could not read. She should have checked this first. If necessary, the translations could have been tape recorded. At the same time, providing some written information in Spanish, Arabic, and Southeast Asian languages might have been helpful. In order to teach the names of tools to the students who needed them, she could have provided bilingual vocabulary lists or worksheets to those who needed them, or asked other students in the class to tutor the students who needed help.

Last of all, Ms. Moroni basically ignored audiovisual aids. She could have tried things like the Language Master to teach the tool names or a movie, videotape, or slide-tape presentation to teach certain procedures.

Level of Performance: Your written critique of Ms. Moroni's performance should have covered the same major points as the model critique. If you missed some points or have questions about any additional points you made, review the information sheet Adapting Instruction for LEP Vocational Students, pp. 36-44. Check with your resource person, if necessary.

Activity 4 Following are excerpts from a hypothetical textbook on baking and an operation sheet from a horticulture class. Using the techniques in the information sheet Adapting Instruction for LEP Vocational Students, make at least five different kinds of modifications to the text passage and three to the operation sheet. Remember to consider both kinds of modifications, simplifying English and using the native language. If you are unable to get material translated right now, describe what you would have translated.

CREAMING SUGAR AND SHORTENING

Vocational Text

Thoroughly combining sugar and shortening, a process known as creaming, is an important step in the preparation of many baked goods. After measuring out the indicated quantities of the two ingredients, you should combine them in an ample mixing bowl. Next whip them thoroughly with a large spoon until the consistency is smooth and any lumps have been eliminated. Some types of shortening cream faster than others. A helpful hint is to soften the shortening first. Creaming can also be done with an electric mixer.

PLANTING BUSHES AND SMALL TREES

Operation Sheet

Objective: You will learn how to plant a bush or small tree.

Materials: Bush or small tree, peat moss or sand, water

Tools: Shovel, hose or watering can

Procedures:

1. With shovel, dig hole 6-12" deeper and wider than root ball.
2. Sprinkle a layer of porous material such as peat moss or sand on bottom of hole.
3. Set plant in hole so that root ball is 3-4" below surface.
4. Mix more porous material with earth removed previously and fill several inches above surface.
5. Tamp down and water thoroughly.

Feedback 5 Compare your modifications with the model modifications given below. Your suggestions need not duplicate the model exactly but should address the same major points.

POSSIBLE TEXT MODIFICATIONS

1. Define key terms: e.g., creaming = mixing sugar and shortening.
2. Have key terms translated to the native language: creaming, shortening, lumps, mixer.
3. Rewrite in a numbered list. (See below)
4. Put in a logical order. (See below)
5. Eliminate large words. (See below)
6. Replace pronouns with nouns. (See below)

Creaming is mixing sugar and shortening. Creaming is an important step in many baked goods. Creaming has the following steps:

1. Soften the shortening.
2. Measure the sugar and the shortening.
3. Put the sugar and the shortening in a large bowl.
4. Mix the sugar and the shortening well. Use a large spoon or an electric mixer.
5. Mix the sugar and the shortening until there are no lumps.

POSSIBLE OPERATION SHEET MODIFICATIONS

1. Explain key terms, such as shovel, root ball, sprinkle, peat moss, sand, surface, earth, and tamp. Use definitions, actual objects, illustrations, and demonstrations to explain them.
2. Translate these terms into the native language.
3. Add illustrations.
4. Eliminate unnecessary words or details, as below.
5. Rewrite the procedures by simplifying the English, as below.

Procedures:

1. Dig a hole. Make the hole 6 inches to 12 inches deeper and wider than the root ball of the bush or tree.

2. Put 2 inches of the peat moss or sand on the bottom of the hole.

3. Put the plant in the hole so that the root ball is 3 inches to 4 inches below the surface.

4. Mix more sand or peat moss with the earth from the hole.

5. Fill the hole 3 inches above the surface.

6. Tamp the earth down.

7. Water the tree or bush well.

Level of Performance: Your modifications to the text and worksheet should have covered the same major points as the model modifications. If you missed some points or have questions about any additional techniques you used, review the information sheet Adapting Instruction for LEP Vocational Students, pp. 36-44. Check with your resource person, if necessary.

FINAL EXPERIENCE

Terminal Objective

In an actual vocational instructional setting, adapt instructional techniques to meet the needs of LEP students.

Activity 1

As part of your normal instructional duties, adapt instructional techniques to meet the needs of LEP students. This will include--

- determining the students' instructional needs,
- utilizing additional sources for instructional support and information,
- adapting instruction for LEP students.

As you perform each of the above activities, document your actions (in writing, on tape, in a log) for assessment purposes.

Feedback 2

Arrange to have your resource person review any documentation you have compiled. If possible, arrange to have your resource person observe at least one instance in which you are actually adapting instructional techniques to meet the needs of LEP students.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in adapting instructional techniques to meet the needs of LEP students.

VOCATIONAL EDUCATOR PERFORMANCE ASSESSMENT FORM

Adapt Instructional Techniques to
Meet the Needs of LEP Students.

Directions: Indicate the level of the vocational educator's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource person _____

	LEVEL OF PERFORMANCE					
	N/A	**None**	**Poor**	**Fair**	**Good**	**Excellent**
In determining the students' instructional needs, the teacher--						
1. obtained information on the students':						
a. English and native language proficiency	( )	( )	( )	( )	( )	( )
b. cultural influences on learning	( )	( )	( )	( )	( )	( )
c. previous training and education	( )	( )	( )	( )	( )	( )
2. used information to make appropriate decisions regarding the instructional needs of LEP students	( )	( )	( )	( )	( )	( )
In utilizing additional sources for instructional support and information, the teacher--						
3. collaborated effectively at the school or district level with appropriate personnel, such as:						
a. an ESL instructor	( )	( )	( )	( )	( )	( )
b. a counselor or evaluator	( )	( )	( )	( )	( )	( )
c. a job placement specialist	( )	( )	( )	( )	( )	( )

		LEVEL OF PERFORMANCE					
		N/A	None	Poor	Fair	Good	Excellent
	d. a bilingual educator	( )	( )	( )	( )	( )	( )
	e. a foreign language teacher	( )	( )	( )	( )	( )	( )
4..	contacted appropriate external sources of information	( )	( )	( )	( )	( )	( )
In adapting instruction for LEP students, the teacher--							
5.	adapted safety instruction appropriately	( )	( )	( )	( )	( )	( )
6.	modified spoken English appropriately	( )	( )	( )	( )	( )	( )
7.	provided oral instruction in the native language when necessary	( )	( )	( )	( )	( )	( )
8.	modified written materials in English for use by LEP students	( )	( )	( )	( )	( )	( )
9.	provided materials in the native language by:						
	a. acquiring existing materials	( )	( )	( )	( )	( )	( )
	b. developed new materials	( )	( )	( )	( )	( )	( )
10.	reinforced English technical vocabulary sufficiently	( )	( )	( )	( )	( )	( )
11.	used instructional strategies extensively	( )	( )	( )	( )	( )	( )
12.	used appropriate audiovisual aids	( )	( )	( )	( )	( )	( )
13.	adapted testing procedures for use with LEP students	( )	( )	( )	( )	( )	( )